
2003-2004 *No Child Left Behind*—Blue Ribbon Schools Program
Cover SheetName of Principal Mr. Robert W. Hunt
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)Official School Name Chagrin Falls High School
(As it should appear in the official records)School Mailing Address 400 East Washington Street
(If address is P.O. Box, also include street address)Chagrin Falls Ohio 44022-2924
City State Zip Code+4 (9 digits total)Tel. (440) 247-2184 Fax (440) 247-2071Website/URL www.chagrin-falls.k12.oh.us E-mail huntrob@chagrin-falls.k12.oh.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____Name of Superintendent* Dr. David E. Axner
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)District Name Chagrin Falls Exempted Village Schools Tel. (440) 247-3933

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____Name of School Board
President/Chairperson Mr. Paul Kiffner
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

2 Elementary schools
1 Middle schools
 Junior high schools
1 High schools
 Other (Briefly explain)

4 TOTAL

2. District Per Pupil Expenditure: \$ 9712.00
 Average State Per Pupil Expenditure: \$ 8441.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 0.5 Number of years the principal has been in her/his position at this school.
1 If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K					7			
1					8			
2					9	83	86	169
3					10	89	74	163
4					11	74	98	172
5					12	76	87	163
6					Other			1
TOTAL STUDENTS IN THE APPLYING SCHOOL →								668

6. Racial/ethnic composition of the students in the school: 97.6 % White
1 % Black or African American
1 % Hispanic or Latino
.4 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 2.5 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.) (Based on 10/1/02 to 6/03 school year.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	16
(4)	Total number of students in the school as of October 1	640
(5)	Subtotal in row (3) divided by total in row (4)	.025
(6)	Amount in row (5) multiplied by 100	2.5

8. Limited English Proficient students in the school: .14%
1 Total Number Limited English Proficient
Number of languages represented: 1
Specify languages: Russian

9. Students eligible for free/reduced-priced meals: .44 %
3 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 13 %
89 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> 2 </u> Autism	<u> 1 </u> Orthopedic Impairment
<u> 0 </u> Deafness	<u> 1 </u> Other Health Impaired
<u> 0 </u> Deaf-Blindness	<u> 43 </u> Specific Learning Disability
<u> 1 </u> Hearing Impairment	<u> 0 </u> Speech or Language Impairment
<u> 0 </u> Mental Retardation	<u> 0 </u> Traumatic Brain Injury
<u> 1 </u> Multiple Disabilities	<u> 0 </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 2 </u>	<u> </u>
Classroom teachers	<u> 34 </u>	<u> 14 </u>
Special resource teachers/specialists	<u> 3 </u>	<u> </u>
Paraprofessionals	<u> </u>	<u> </u>
Support staff	<u> 4 </u>	<u> </u>
Total number	<u> 43 </u>	<u> 14 </u>

12. Average school student-“classroom teacher” ratio: 15:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95.2	95.0	95.4	95.2	93.7
Daily teacher attendance	97.0	96.0	96.8	97.0	96.9
Teacher turnover rate	.125	.1012	.1804	.1269	.0831
Student dropout rate	1.2	2.9	.70	.70	.80
Student drop-off rate	1.2	2.9	.70	.70	.80

14. (**High Schools Only**) Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	<u>139</u>
Enrolled in a 4-year college or university	<u>88</u> %
Enrolled in a community college	<u>5</u> %
Enrolled in vocational training	<u> </u> %
Found employment	<u>7</u> %
Military service	<u> </u> %
Other (travel, staying home, etc.)	<u> </u> %
Unknown	<u> </u> %
Total	100 %

PART III - SUMMARY

Chagrin Falls Exempted Village School district is comprised of the Village of Chagrin Falls, Chagrin Falls Township, South Russell, Bentleyville, and a part of Bainbridge Township, Russell and Moreland Hills. These municipalities center on the village atmosphere of Chagrin Falls, which was founded over 150 years ago. The school and community are deeply rooted in tradition and a significant number of high school parents are alumni.

The mission of the Chagrin Falls Exempted Village School District is to provide a comprehensive range of learning opportunities through which students, staff, and community, in partnership, can develop each student's knowledge, confidence and responsibility leading to individual success and lifelong learning. Chagrin Falls High School utilizes this mission to guide decision making in terms of course offerings, teacher development, and educational opportunities for students. Over 90% of our student body pursues post-secondary education; therefore, the school's curriculum is structured towards college preparation. Chagrin Falls High School is a four-year, comprehensive, public high school with a population of 668 students. The school has been accredited by the North Central Association for 75 years and has been currently recognized by Newsweek magazine as one of the top 100 high schools nationally.

Our high school provides comprehensive educational opportunities that challenge and provide opportunities for students at all ability levels. The current curriculum includes college preparatory, general and vocational courses. Our students choose from a diverse curriculum that includes 17 Advanced Placement offerings and have access to 23 technical education programs (marketing, cosmetology, etc.) through our local consortium. This will be enhanced by offering three additional advanced placement courses next year. Also, our students may select from 19 courses to pursue their interest in the fine arts. These selections provide students with an opportunity to individualize their educational experience while fulfilling graduation and college entrance requirements.

Chagrin Falls High School expands the educational experience for students by offering a wide variety of extra curricular activities. Currently the high school has 22 active clubs and organizations that meet on a regular basis and 24 varsity sports. There is an annual literary magazine and monthly school newspaper created and distributed by our students. Finally, many student organizations participate in service learning projects that integrate students into our community.

Chagrin Falls Schools are well respected at the local, state, and national level, and the quality of community and student attract very qualified candidates for employment. The Chagrin Falls High School staff is experienced, well-educated and committed to continuous improvement. Sixty-four percent of the staff hold a master's degree or above and 100% of the staff are teaching within areas of certification.

Teachers are very involved in all aspects of the school community and decision-making within the building.

PART IV - INDICATORS OF ACADEMIC SUCCESS

See Attached Tables

Assessment Data Use

Assessment data is a crucial part of the instructional process at Chagrin Falls High School. Teachers utilize assessment data within their classroom to focus on instruction and monitor student progress. Currently, end of course assessments are being created in identified content areas to evaluate student mastery of state standards. Teachers utilize formative assessments to measure student achievement and guide instruction.

Content and/or item analyses on state proficiency tests, results from advance placement exams and ACT/SAT help guide staff in identifying strengths and areas for improvement. Teachers utilize this data to improve their course content and instructional methodology. Administrators utilize this information to ensure the effectiveness of personnel and to allocate staff development resources.

In addition to the aforementioned standardized measures, the district conducts additional testing for the following purposes: course placement, identification of gifted and talented, identification of at risk students in need of intervention and curriculum alignment with state standards. These assessments enable us to tailor our services to each student's needs.

Communication of Student Performance

Chagrin Falls High School utilizes a variety of methods to communicate individual student performance on an ongoing basis to students, parents and community. Students and parents have immediate access to their current academic performance through a web-based grading and educational system (EdLine). This system provides parents and students via the Internet quick access to current grades, missing work, teacher lesson plans and other resources relevant to the particular course. In addition, parents and students are also informed more traditionally through quarterly grade report cards and parent-teacher conferences.

Standardized testing measures determine the approach by which results are reported to the student, parent, and community. PSAT; PLAN; and career interest inventory test results are returned directly to students. A counselor delivers the scores within the classroom setting explaining the format of the report, implications of scores and answering any student questions. SAT and ACT scores are directly mailed to parents from the testing agencies. We mail individual student state proficiency results to parents with an intervention plan included for students who have not met proficient levels in any particular content area. We also communicate assessment data to the school community through local newspapers (Chagrin Valley Times, The News Herald, The Chagrin Herald Sun and the Cleveland Plain Dealer), principal's newsletter and district web site.

Sharing Success

Chagrin Falls High School collaborates with other educators on issues of instruction, student achievement and school improvement. The principal currently participates in two local leadership groups that support collaboration on current educational requirements, student achievement and school improvement.

Teachers and guidance counselors attend an annual academic forum to discuss updates on current initiatives within our school and seek input from other local districts facing similar challenges. Our superintendent is very visible and respected at both the local and state levels, often presenting at conferences for school leaders. In addition, he utilizes the local media and the annual report to share student performance and standardized test results. Members of our administrative team and teaching staff have also presented at the local and state level. The state of Ohio posts testing data and the annual school report card information containing predetermined indicators of school success on their web site. Finally, if we were to be fortunate enough to receive the No Child Left Behind – Blue Ribbon Award, we would make a commitment to continue to share our success and seek to improve through collaboration with other schools.

PART V – CURRICULUM AND INSTRUCTION

Core Curriculum

Chagrin Falls High School is a comprehensive, public high school with a curriculum that serves the needs of all its students. Consistently, over 90% of our graduates attend college. A full, college-preparatory course of study is offered with varying degrees of academic challenge. Seventeen advanced placement courses are being taught this year with three to be added next year. Advanced placement is a nationalized curriculum based upon college courses and can lead to students receiving college credit. In 2002 and 2003, Chagrin Falls High School was recognized among the top 100 schools in the nation for student exposure to advanced placement coursework. Differentiated instruction addresses the needs of the students identified as gifted and talented. Accommodations are made through 504 Plans and IEPs to address the needs of students identified with learning differences. Vocational/technical courses are offered through EXCEL TECC, a consortium of schools offering a wide variety of opportunities. The limited populations of students who struggle with basic high school requirements for graduation are given coursework which may include accommodations within the curriculum. In addition to the five academic areas of study, we offer a variety of electives that includes advanced placement coursework in the art and computer science departments, extensive music performance groups, consumer and family science and several business courses.

Four years of English are required. The department offers a college-preparatory sequence, an honors sequence, Advanced Placement English Language and Composition and Advanced Placement Literature and Composition. Literature, composition and speech are integral. The five-paragraph essay is the mainstay composition style. Writing across the curriculum is encouraged through consistent staff inservice. Currently, preparations are being made for students to address the upcoming changes in ACT and SAT I testing and the Ohio Graduation Test.

Three years of social studies are required including World History, U.S. History, U.S. Government, and a social studies elective including Psychology, Sociology or Economics. Advanced Placement U.S. History and Advanced Placement Government are available. Our Social Studies Course of Study is fully aligned to the rigorous standards set by Ohio, that highlight world and U.S. societies from the 18th Century to the present and student preparation for citizenship.

Three years of mathematics are required. A full, demanding theoretical mathematics sequence through Advanced Placement Calculus BC (second year) is available starting in the middle school. Application courses of Topics in Mathematics and Probability and Statistics are available for students with limited math abilities but in the college preparatory track. All students, college prep or not, engage in a math curriculum based on deep conceptual understanding, problem solving and real world connections.

Three years of science are required. The college-preparatory sequence includes Advanced Placement Physics, Advanced Placement Environmental Science and Advanced Placement Biology. Teachers differentiate in all courses to accommodate the mathematics background and readiness of the individual student.

No foreign language is required for graduation. However, colleges require at least two years of the same foreign language. Over 90% of our graduates complete at least two years of foreign language. Five-year sequences are available in French, German and Spanish. All three languages offer student trips abroad and have language clubs to explore cultural activities.

There is an on-going curriculum and textbook review formalized with a five-year cycle of revision. The national advanced placement curriculum is endorsed because of the college familiarity with the program and the transition to higher learning.

English Curriculum

The English curriculum begins with an emphasis on the writing process. Students also analyze readings from various genres throughout their freshman year. During their sophomore year, students study world authors, experience their writing, and learn the research process. In their junior and senior years, the teachers emphasize higher-level literary analysis of both American and British literature, respectively. Moreover, writing tasks stress individual critical thinking as well as outside research. Guest professors, newspaper writers/editors, playwrights and novelists have personally exemplified their techniques and shared their experiences with the students and staff as part of the English Program.

Quality instruction and assessment fitting the needs of all students form the foundation of our English curriculum. We offer a variety of English courses including regular (college prep.), honors and advanced placement level courses. When needed, support services (special educator, instructional aide) assist the teacher in the classroom. In addition, intervention assistance teams develop remediation plans for those students demonstrating weaknesses in the areas of reading and writing.

Our English curriculum provides students with several opportunities to excel in the areas of reading and writing going beyond the basic curriculum. We currently offer electives in the following subjects to enhance the educational opportunities of our students: drama, journalism, speech and vocabulary development. In addition, students will be able to enroll in a creative writing course in the upcoming school year.

Other Curriculum Areas (Mathematics)

The mathematics curriculum at Chagrin Falls High School challenges the most gifted mathematician with accelerated course offerings while providing rich learning experiences for students that have difficulty with mathematical concepts. The gifted student can choose from these course offerings: Honors Algebra 2, Trigonometry, Advanced Placement Calculus AB, and Advanced Placement Calculus BC. These offerings will be further enhanced next school year with the addition of Advanced Placement Statistics. Student placement is reevaluated annually to ensure instruction addresses student needs and maximum achievement.

The majority of our graduates have engaged in Algebra I and II, Geometry and Probability and Statistics courses. These classes provide exposure to a wide variety of mathematical concepts. The student who has difficulty with math engages in conceptually rich algebra and geometry courses. In addition to algebra and geometry, our students earn their three-credits of math, often choosing from these courses: Fundamentals of Algebra and Geometry moving into Math Applications and concluding with Topics in

Mathematics, which provides seniors with a mathematical option during their senior year. In keeping with the mission of our school, the mathematics course of study provides a comprehensive range of learning opportunities that develops each student's knowledge and confidence leading to individual success supplemented by activities, national math exams and after school remediation and enrichment.

Instructional Methods

The Chagrin Falls High School faculty understands that each student possesses a unique learning style and differentiates instruction to meet the individual needs of each student. Teachers incorporate a variety of instructional methods to reach the kinesthetic, visual and auditory learners within their classes. They offer choices within their classes to accommodate student interests and readiness. Methods teachers use include: lecture, question/answer, student presentation/demonstration and lab activities. Time is provided on a regular basis for students to receive both guided and independent practice.

Our curriculum offers a wide variety of experiences that allow students to become actively engaged in the learning process and content. For example, eligible seniors participate in a three-week internship in a professional area of interest with the guidance of a faculty member. Many courses challenge our students to problem solve (Statistics) and create a saleable product (Marketing). This year, teachers and students have access to our new Technology Learning Center, where students interact through distance learning and have begun to explore the potential of wireless technology.

There are a variety of educational opportunities available to students that allow for an individualized plan. Post-secondary enrollment, independent study, virtual learning, technical education and correspondence educational opportunities are available to meet the specific needs of students within our building.

Professional Development

Chagrin Falls High School has experienced a great deal of success on the local, state and national level; however, we have a commitment to continuous improvement for the betterment of our students and school. This commitment includes a professional development program that is based on the needs of our teachers to improve instruction for our students. The district has applied for and been granted permission from the state to modify the school calendar to include four half-day sessions for professional development. These four days, in conjunction with one full in-service day, provide our teachers with the opportunity to focus on professional growth within the area of assessment and standards based education. In addition, funds are available for teachers and administrators to attend conferences and professional meetings for individual professional growth. Recent initiatives have included preparation for the upcoming state graduation test, alignment of curriculum, integration of technology and utilization of assessments. These have all had an impact on instructional practice and student achievement.

Department chairs meet bi-weekly and serve as a leadership team. They exchange information regarding instruction, classroom assessment, standardized tests, and other relevant building issues through regular department meetings with their staff. The district implements an effective entry-year program that matches administrators and teachers with experienced mentors to transition into the district.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TEST

Grade 9 Test Ohio Ninth-Grade Reading Proficiency Test

Edition/publication year 2003 Publisher Ohio Department of Education

Number of students in the grade in which the test was administered 164

Number of students who took the test 164

What groups were excluded from testing? Why, and how were they assessed? none

Number excluded 0

Percent excluded 0

For the 2002-2003 school year, Ohio required 9th grade proficiency tests in reading, writing, mathematics, citizenship, and science. These assessments are based on Ohio's academic content standards that delineate what a student should know and be able to do at each grade level. The academic content standards are composed of standards, benchmarks and grade-level indicators.

For the 2002-2003 school year, reading scores for the ninth-grade proficiency test were reported as proficient or below proficient. The scaled score standards were:

Ninth-Grade Reading		
Category	Scaled Score	2002-2003 State Percentage
At or above proficient	200 and higher	86.9%
Below proficient	below 200	13.1%

Performance standards were established by the State Board of Education based on recommendations of standard-setting committees (comprised mainly of Ohio teachers at the appropriate grade levels) and reports from the Testing Steering Committee (comprised of school administrators), the Fairness/Sensitivity review panel (comprised of representatives of the diversity in Ohio looking at equity issues), and the Technical Advisory Committee (comprised of national and state testing experts and psychometricians looking at technical issues).

READING	02-03	01-02	00-01	99-00	98-99
Testing month (March/October)	M/O	M/O	M/O	M/O	M/O
SCHOOL SCORES					
% At or Above Basic	N/A	N/A	N/A	N/A	N/A
% At or Above Proficient	99.4	100	98.9	100	99.3
% At Advanced	N/A	N/A	N/A	N/A	N/A
Number of students tested	164	165	175	148	152
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. African American_____ (specify subgroup)					
% At or Above Basic	N/A	N/A	N/A	N/A	N/A
% At or Above Proficient	100	100	N/A	N/A	N/A
% At Advanced	N/A	N/A	N/A	N/A	N/A
Number of students tested	1	1	0	0	0
2. Hispanic_____ (specify subgroup)					
% At or Above Basic	N/A	N/A	N/A	N/A	N/A
% At or Above Proficient	100	N/A	N/A	N/A	N/A
% At Advanced	N/A	N/A	N/A	N/A	N/A
Number of students tested	2	0	0	0	0
STATE SCORES					
% At or Above Basic	N/A	N/A	N/A	N/A	N/A
State Mean Score	N/A	N/A	N/A	N/A	N/A
% At or Above Proficient	86.9%	91.6%	90.5%	89.1%	88.7%
State Mean Score	N/A	N/A	N/A	N/A	N/A
% At Advanced	N/A	N/A	N/A	N/A	N/A
State Mean Score	N/A	N/A	N/A	N/A	N/A

N/A = not applicable

In accordance with the requirements of the Federal No Child Left Behind Act, Ohio's calculation of proficiency percentages in 2002-2003 changed in two significant ways from calculations in prior years. First, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Second, students were required to be enrolled in a school for 120 consecutive days in order to be included in the proficiency calculations for that school. These two changes may cause the data from the 2002-2003 school year to appear markedly different from the data from previous years for some schools.

STATE CRITERION-REFERENCED TEST

Grade 9 Test Ohio Ninth-Grade Mathematics Proficiency Test

Edition/publication year 2003 Publisher Ohio Department of Education

Number of students in the grade in which the test was administered 164

Number of students who took the test 164

What groups were excluded from testing? Why, and how were they assessed? none

Number excluded 0

Percent excluded 0

For the 2002-2003 school year, Ohio required 9th grade proficiency tests in reading, writing, mathematics, citizenship, and science. These assessments are based on Ohio's academic content standards that delineate what a student should know and be able to do at each grade level. The academic content standards are composed of standards, benchmarks and grade-level indicators.

For the 2002-2003 school year, mathematics scores for the ninth-grade proficiency test were reported as proficient or below proficient. The scaled score standards were:

Ninth-Grade Mathematics		
Category	Scaled Score	2002-2003 State Percentage
At or above proficient	200 and higher	71.2%
Below proficient	below 200	28.8%

Performance standards were established by the State Board of Education based on recommendations of standard-setting committees (comprised mainly of Ohio teachers at the appropriate grade levels) and reports from the Testing Steering Committee (comprised of school administrators), the Fairness/Sensitivity review panel (comprised of representatives of the diversity in Ohio looking at equity issues), and the Technical Advisory Committee (comprised of national and state testing experts and psychometricians looking at technical issues).

MATHEMATICS	02-03	01-02	00-01	99-00	98-99
Testing month (March/October)	M/O	M/O	M/O	M/O	M/O
SCHOOL SCORES					
% At or Above Basic	N/A	N/A	N/A	N/A	N/A
% At or Above Proficient	98.2	98.8	94.9	97.9	92.1
% At Advanced	N/A	N/A	N/A	N/A	N/A
Number of students tested	164	165	175	146	152
Percent of total students tested	100	100	100	98.6	100
Number of students excluded	0	0	0	2	0
Percent of students excluded	0	0	0	1.4	0
SUBGROUP SCORES					
1. African American_____ (specify subgroup)					
% At or Above Basic	N/A	N/A	N/A	N/A	N/A
% At or Above Proficient	100	100	N/A	N/A	N/A
% At Advanced	N/A	N/A	N/A	N/A	N/A
Number of students tested	1	1	0	0	0
2. Hispanic_____ (specify subgroup)					
% At or Above Basic	N/A	N/A	N/A	N/A	N/A
% At or Above Proficient	100	N/A-	N/A	N/A	N/A
% At Advanced	N/A	N/A	N/A	N/A	N/A
Number of students tested	2	0	0	0	0
STATE SCORES					
% At or Above Basic	N/A	N/A	N/A	N/A	N/A
State Mean Score	N/A	N/A	N/A	N/A	N/A
% At or Above Proficient	71.2%	73.5%	72.5%	70.4%	68.8%
State Mean Score	N/A	N/A	N/A	N/A	N/A
% At Advanced	N/A	N/A	N/A	N/A	N/A
State Mean Score	N/A	N/A	N/A	N/A	N/A

NA = not applicable

In accordance with the requirements of the Federal No Child Left Behind Act, Ohio's calculation of proficiency percentages in 2002-2003 changed in two significant ways from calculations in prior years. First, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Second, students were required to be enrolled in a school for 120 consecutive days in order to be included in the proficiency calculations for that school. These two Changes may cause the data from the 2002-2003 school year to appear markedly different from the data from previous years for some schools.